**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: First Grade** | | | **Date(s)**: 3-4 days (day 1) |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task:**  **Creating a Song About Rules**  After discussing the need for rules and routines in a caring classroom community, with the support of the teacher, students will create and perform a song summarizing the rules that have been agreed upon as being necessary in order for friends to live and work together in a caring classroom environment. | | |
| **Essential Question(s): How can listening to a song help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Anchor charts on schema, vocabulary word cards, song, song written** | | | | **Rules, community, respect, citizen, law, responsibility, right, consequence, main idea/ details, schema, good citizen** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2 and RI.1.2**  **I Can Statement(s): I can find the main idea of a text.**  **Instructional Plan: The students will listen to the song the rules rap by Dr. Jean. Website: Songsforteaching.com**  **The song should also be written out on poster paper or overhead for the children t o see the text as well as hear it. After listening to the song the class will look at the written version of the song – have the children help you highlight the word rules throughout the song (in yellow). \*You could even have the students have their own copy to highlight and then add to their poetry notebook.\*** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s): I can recall information from experiences.**  **Instructional Plan: After listening to the song about rules and going over main idea of song the children will tell you what they know about rules. Each child will be given a post it note or index card to write or draw 1 thing they know about rules. \*depending on class or student this could be done with a partner.\* These ideas will then be taped to an anchor chart with the word schema on it. Talk to the children about the word and what it means. The children could come up and tell the class what they wrote or drew. (speaking and listening) Reinforce the idea that what you know before you learn about it is schema- but that schema can always change; so though out this task have the students re-evaluate what they know about rules.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts.**  **I Can Statement(s): I can learn new words and use them in writing and conversation.**  **Instructional Plan: Rules, Main Idea, and Schema – these words will be used in lesson through talk, song, and anchor charts.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: S.L.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.**  **I Can Statement(s): I can listen to my classmates express their ideas and thoughts.**  **Instructional Plan:**  **This is embedded into writing and reading.** | | | | |
| **Closing/Summarizing Strategy** | **Closing – the children will re-sing the song and begin to learn motions that go with the song.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Writing - for students who are able to write words and sentences they may do so on their post –it or index card.** | | **Writing – Students who need help with writing can draw a picture or buddy with a classmate to write schema on rules.**  Some students enter first grade with a more developed ability to self-regulate positive behaviors than others. Students who are continuing to struggle with this could benefit from the following activity:  1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good citizen when I . . . . * I am not a good citizen when I . . . .   **Example: T-Chart**    2. Engage students in the process of brainstorming examples of positive and negative behaviors. Add examples as different situations arise.  3. Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (**Note**: ***These conversations should be held with children personally and privately . . . . not in front of the entire class***. | | | **The students will learn the words rules, main idea, and schema.**   * For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart. * It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs   **Art/ Writing Extension**   * For “Entering” (non-English/novice) speakers have the students work with a child that speaks the same language. If this is not possible, it would help if this student is paired with another child.   **Resource (Available in ESL Regional Library):**  Bunting, Eve: ***One Green Apple*** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Teacher observation** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: First Grade** | | | **Date(s)**: 3-4 days **Day 2** |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task:**  **Creating a Song About Rules**  After discussing the need for rules and routines in a caring classroom community, with the support of the teacher, students will create and perform a song summarizing the rules that have been agreed upon as being necessary in order for friends to live and work together in a caring classroom environment. | | |
| **Essential Question(s): Why is it important for good readers, writers, ands speakers to remember the important details when retelling a story, poem, or informational text?**  **Why is it important for good listeners to give others the opportunity to speak when we share ideas?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** | | | | **Rules, main idea, details,**  **Vocabulary review – character, setting, author, title** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI. 1.7 – Use the illustration and details in a text to describe its key ideas.**  **I Can Statement(s): I can find the main idea of a text. I can find details that support my main idea.**  **Instructional Plan: Opening find a fun way to present the cards– show 4 picture of fruit – grapes, apple, orange, banana. Have the children tell you what they all have in common. Then show them pictures of things around a park – slide, swing, kids, monkey bar. See if the children can find the main idea of the pictures. On the third example give the students a topic or main idea – school, restaurant, beach, ect…see if the students can fill in details that would be found or go with main idea. Then the children will listen to the Rules Rap again. Going over the song and text reviewing the word rules and main idea. Today the children will work on the details that support the main idea. Find an anchor chart that will support main idea/details. Then with the help of the children fill in the anchor chart with details from the song.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: RL.1.3 Describe characters, setting, and major events in a story, using key details.**  **I Can Statement(s): I can write to compare and contrast. I can identify characters, setting, and major events.**  **Instructional Plan: After working on main idea and details the students will listen to a story about rules and laws (teacher selected). Suggested books – Brand New Pencils, Brand new Books – Diane deGroat**  **Officer Buckle and Gloria – Peggy Rathman**  **Search internet for other friendship/rule books.**  **After reading the book the teacher and students will complete a short story map with Title of book, author, characters, setting, and main idea. This can be done orally or the teacher can write it out as students give answers.**  **After reviewing the book the class will brainstorm ways that demonstrate good behavior or rule following and ways that do not demonstrate good behavior or following the rules.**  **The teacher will quickly model drawing a picture of good behavior and not good behavior with a simple sentence to go with picture.**  **Then the students will work independently or with a partner to picture and write a simple sentence on good behavior and inappropriate behavior in school or the classroom.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan: Review or intro of vocabulary words.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.1.1 Participate in collaborative conversation with diverse partners about grade one topics and text with peers and adults in small and larger groups.**  **SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**  **I Can Statement(s): I can listen to a text and answer questions about the text.**  **Instructional Plan: This can be found in the writing component of this lesson and at the closing of the lesson.** | | | | |
| **Closing/Summarizing Strategy** | **After the students have finished with drawing and writing they can share whole class or with another small group. Remember to review what makes a good listener and a good speaker.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **In writing component student may write sentences to go with drawing.**  1. Engage students in the following scenario:  You have been selected to be a Friendship Ambassador to welcome new students in first grade to you school. Using your speaking and listening skills to take new student(s) on a tour of the building to help them learn their way around the school. Incorporate the following words into your directions, (left, right, near, far, next, to) places, (bathrooms, cafeteria, gym, music room, art room, offices, gym, library, and nurse’s office).  2. Students can share their song with kindergarten classes and teach them the rules that are necessary for living and working together in a caring school environment. Students can discuss why it is important to be a good friend to others. | | **In writing component student may just draw picture and teacher or buddy write the sentence the student dictates.**  Some students enter first grade with a more developed ability to self-regulate positive behaviors than others. Students who are continuing to struggle with this could benefit from the following activity:  1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good citizen when I . . . . * I am not a good citizen when I . . . .   **Example: T-Chart**    2. Engage students in the process of brainstorming examples of positive and negative behaviors. Add examples as different situations arise.  3. Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (**Note**: ***These conversations should be held with children personally and privately . . . . not in front of the entire class***. | | | * For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart. * It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs   **Art/ Writing Extension**   * For “Entering” (non-English/novice) speakers have the students work with a child that speaks the same language. If this is not possible, it would help if this student is paired with another child.   **Resource (Available in ESL Regional Library):**  Bunting, Eve: ***One Green Apple*** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Teacher observation** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: First Grade** | | | **Date(s)**: 3-4 days Day 3 |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task:**  **Creating a Song About Rules**  After discussing the need for rules and routines in a caring classroom community, with the support of the teacher, students will create and perform a song summarizing the rules that have been agreed upon as being necessary in order for friends to live and work together in a caring classroom environment. | | |
| **Essential Question(s): How can reading informational text help me understand why rules are important in my home, school, and community?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** | | | | **Main idea, details, rules, informational text,** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI. 1.7 – Use the illustration and details in a text to describe its key ideas.**  **I Can Statement(s): I can find the main idea of a text. I can find details that support my main idea.**  **Instructional Plan: Opening: Review the Rules Rap. Pass out sentence strips with the main idea and details written on them. The students are to organize information. The main idea will get in the middle and the details will circle around them.**  **After reviewing main idea pass out the social studies books. Give the students a few minutes to look through the book after a few minutes have the students turn to page 29 in their books. Look at picture and have the students tell what they see. Ask the students what rules the little boy and his mother are following as they walk their dog.**  **Read the short passage on page 29. Have the students point to the yellow words. Talk to the students about how the yellow words are important words in the text and are normally followed by a definition. Model the think aloud in the teacher’s edition on page 29.**  **On page 30 talk about how the main idea of a section in informational text can be found in the heading. Have them point to the heading Rules at School. Then read the section and have them circle the reasons we have rules at school.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s): I can work with my classmate to write rules for our classroom.**  **Instructional Plan: Following the discussion the teacher will engage the students in creating rules for their classroom using language experience writing strategy.**  **Make a circle map with the words Classroom Rules in the middle. Have the students brain dump ideas they think they would be great classroom rules. Then the teacher will consolidate their ideas into no more than 5-6 rules stated in positive manner. EX:**  **We will use kind words when speaking to each other.**  **We will listen to others with respect.**  **We will walk in the hall quietly. ECT…**  **When the rules have been created and agreed upon, the teacher will record them on chart paper (a.k.a anchor chart) and display them in the room in a place where they can be easily seen and frequently reviewed.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.1.1 Participate in collaborative conversation with diverse partners about grade one topics and text with peers and adults in small and larger groups.**  **I Can Statement(s): I can listen to a text and answer questions about the text. I can talk and listen to my classmates to come up with rules for my classroom.**  **Instructional Plan: This can be found in the writing and reading components of this lesson and at the closing of the lesson.** | | | | |
| **Closing/Summarizing Strategy** | **To end the lesson the children will pick a partner and discuss which rule is their favorite. Have them reflect on what they like about the rule. One student might like using quiet voices because it helps her concentrate. Another might like the rules about taking turns because it helps get along.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. Engage students in the following scenario:  You have been selected to be a Friendship Ambassador to welcome new students in first grade to you school. Using your speaking and listening skills to take new student(s) on a tour of the building to help them learn their way around the school. Incorporate the following words into your directions, (left, right, near, far, next, to) places, (bathrooms, cafeteria, gym, music room, art room, offices, gym, library, and nurse’s office).  2. Students can share their song with kindergarten classes and teach them the rules that are necessary for living and working together in a caring school environment. Students can discuss why it is important to be a good friend to others. | | Some students enter first grade with a more developed ability to self-regulate positive behaviors than others. Students who are continuing to struggle with this could benefit from the following activity:  1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good citizen when I . . . . * I am not a good citizen when I . . . .   **Example: T-Chart**    2. Engage students in the process of brainstorming examples of positive and negative behaviors. Add examples as different situations arise.  3. Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (**Note**: ***These conversations should be held with children personally and privately . . . . not in front of the entire class***. | | | * For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart. * It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs   **Art/ Writing Extension**   * For “Entering” (non-English/novice) speakers have the students work with a child that speaks the same language. If this is not possible, it would help if this student is paired with another child.   **Resource (Available in ESL Regional Library):**  Bunting, Eve: ***One Green Apple*** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: First Grade** | | | **Date(s)**: 4-5 |
| **Unit Title:**  Wanted! A Few Good Friends… | | | **Corresponding Unit Task:**  **Creating a Song About Rules**  After discussing the need for rules and routines in a caring classroom community, with the support of the teacher, students will create and perform a song summarizing the rules that have been agreed upon as being necessary in order for friends to live and work together in a caring classroom environment. | | |
| **Essential Question(s): How can writing and singing a song help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** | | | |  | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**  **I Can Statement(s): I can use what I know about rules and routines to write a song.**  **Instructional Plan: The students will review the Rules Rap. Then the teacher will guide the students through the process of creating a song about classroom rules that can be used throughout the day. See example in unit.**  **The teacher will explain and model by composing the first line/verse to the song and recording it on chart paper. Students will take turns thinking of new lines and accompanying actions to add to the song.**  **When the song is completed, over the next few days, each student can take a turn pointing to each word in the text while classmates sing and act out each part.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.1.1 Participate in collaborative conversation with diverse partners about grade one topics and text with peers and adults in small and larger groups.**  **I Can Statement(s): I can talk and listen to my classmates to write a song for us to use about rules in the classroom.**  **Instructional Plan:**  **This component is embedded into the writing portion.** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. Engage students in the following scenario:  You have been selected to be a Friendship Ambassador to welcome new students in first grade to you school. Using your speaking and listening skills to take new student(s) on a tour of the building to help them learn their way around the school. Incorporate the following words into your directions, (left, right, near, far, next, to) places, (bathrooms, cafeteria, gym, music room, art room, offices, gym, library, and nurse’s office).  2. Students can share their song with kindergarten classes and teach them the rules that are necessary for living and working together in a caring school environment. Students can discuss why it is important to be a good friend to others. | | Some students enter first grade with a more developed ability to self-regulate positive behaviors than others. Students who are continuing to struggle with this could benefit from the following activity:  1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good citizen when I . . . . * I am not a good citizen when I . . . .   **Example: T-Chart**    2. Engage students in the process of brainstorming examples of positive and negative behaviors. Add examples as different situations arise.  3. Post the chart in a prominent place in the classroom. Refer to it as situations arise. When a child engages in positive behavior, ask him/her to go to the chart, point to the sentence referencing the behavior, and read it aloud. Follow the same procedure when addressing a child engaging in negative behavior. (**Note**: ***These conversations should be held with children personally and privately . . . . not in front of the entire class***. | | | * For “Entering” (non-English/ novice) speakers it would help if a picture was placed next to the rules on the anchor chart. * It is important to have the song posted with the teacher pointing to each word/line as the class sings the songs   **Art/ Writing Extension**   * For “Entering” (non-English/novice) speakers have the students work with a child that speaks the same language. If this is not possible, it would help if this student is paired with another child.   **Resource (Available in ESL Regional Library):**  Bunting, Eve: ***One Green Apple*** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Teacher will look at Checklist for creating a song. See unit 1 on GEMS.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*